

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) **Revised for School Year 2008-09** **Revisions Included**

School: Travelers Rest High School

District: Greenville County

Principal: Louis E. Lavelly, Jr.

Superintendent: Phinnizie Fisher

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

In Travelers Rest High School's report card for 2007, we scored an absolute rating of 2.5, which placed us in the unsatisfactory range. In looking at our school and the issues identified in this rationale we have set our goals for the 2009 report card. Overall, we wish to raise our absolute rating to at least a 3.3, which will credit us as an average secondary school. We have set our longitudinal exit exam passage rate at 88%, which will raise us up one level (to 2 points). We are already in the top range for first-attempt HSAP passage rate at 68.1%. We, of course, want to remain in that category, but are raising our goal to 75% passage rate. We are setting our end-of-course goal to 72.5%, which will elevate us to the 4 point range; and we have set our on-time graduation rate goal at 64%, up ten percentage points and up one assigned point to 3. We feel these are ambitious but reachable goals. *See charts below.* These goals influenced our decisions for specific Focused School Renewal Plan (FSRP) goals that follow.

TRHS Absolute Rating Information

Criterion	5	4	3	2	1	TRHS 2007 %	TRHS 2007 points earned	TRHS 2009 goal %	TRHS 2009 goal points
Longitudinal Exit Exam Passage Rate (30%)	100%	97.5- 99.9%	90.7- 97.4%	87.3- 90.6%	Below 87.3%	81.1%	0.3	88%	.6
First-attempt HSAP Passage Rate (20%)	62.9% or more	53.7- 62.8%	37.4- 53.6%	26.7- 37.3%	Below 26.7%	68.1%	1	75%	1
% Scoring 70 or Above on End of Course Tests 20%	87.8% or more	72.4- 87.7%	41.6- 72.3%	26.2- 41.5%	Below 26.2%	56.2%	0.6	72.5%	.8
On-time Graduation Rate (30%)	88.3% or more	79.6- 88.2%	62.2- 79.5%	53.5- 62.1%	Below 53.5%	56.0%	0.6	63%	.9
Absolute Rating						2.5		3.3	
						Unsatisfactory			Average

South Carolina Department of Education Range of Indexes Corresponding to Absolute Ratings

Year	Excellent	Good	Average	Below Average	Unsatisfactory
2007	3.8 and above	3.4-3.7	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above	3.5-3.8	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above	3.6-3.9	3.2-3.5	2.8-3.1	Below 2.8
2010 and beyond	4.1 and above	3.7-4.0	3.3-3.6	2.9-3.2	Below 2.9

Demographic Summary

Travelers Rest High School is located in Northern Greenville County in the upstate of South Carolina. Our school draws from the largest geographic attendance area in Greenville County which includes the town of Travelers Rest, suburbs, urban metropolitan locations, and rural areas. Of the 1257 students currently enrolled, 31% receive subsidized meals. Ethnic diversity is represented in 19% of our student population. Of our current ninth graders, 90% attended Northwest Middle School. Seventy-four teachers instruct the students at our school. The charts below show a breakdown of data with respect to students and teachers.

Student Data

Enrollment	1257
From Northwest Middle Feeder School	90.0%
Attendance	95.4%
With non-speech disabilities	17.0%
Enrolled in AP/IB	20.6%
Eligible for LIFE scholarship	28.5%
Annual drop-out rate	7.4%

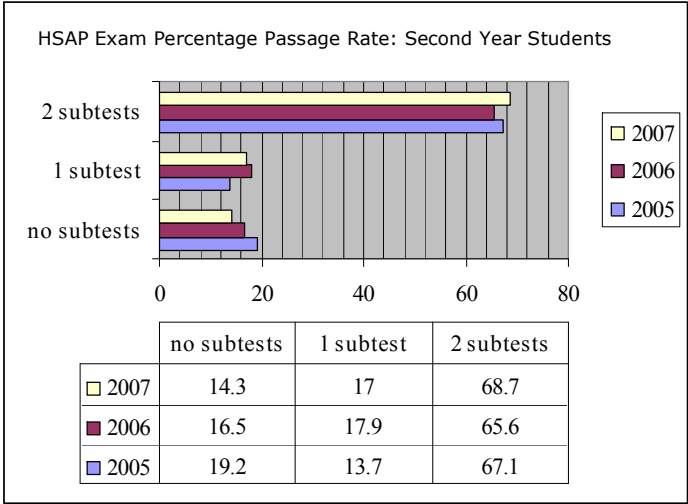
Student Diversity with respect to HSAP, EOC, and Graduation Rate

	<u>Percent Schoolwide</u>	<u>2007 HSAP Passage Rate</u>	<u>2007 EOC Passage Rate</u>	<u>2007 Graduation Rate</u>
Male	54%	76.4%	57.1%	50.6%
Female	46%	85.5%	55.0%	61.9%
White	81%	86.6%	61.2%	60.1%
African- American	16%	54.5%	30.0%	35.9%
Hispanic	3%	NA	53.0%	58.3%
Subsidized meals	31%	71.1%	42.2%	44.3%

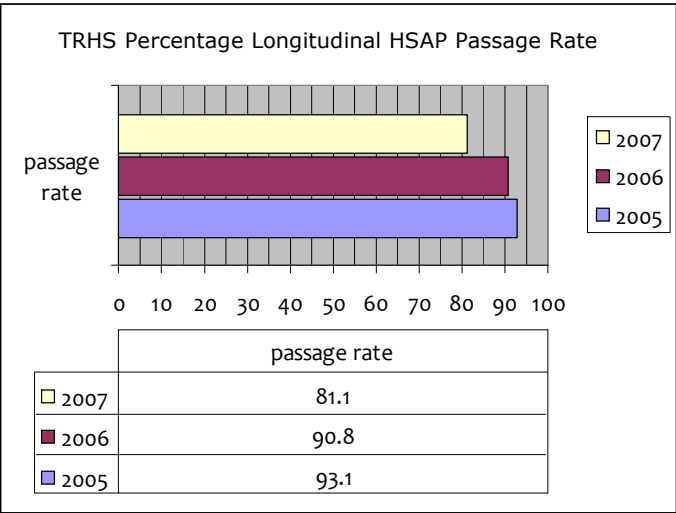
Teachers

Number	74	<u>School</u>	
Advanced degrees	59.5%	Student-teacher ratio in core subjects	27.7 to 1
Teacher returns	85.9%	Prime instructional time	88.8%
Attendance	94.9%	Parents attending conferences	92.1%

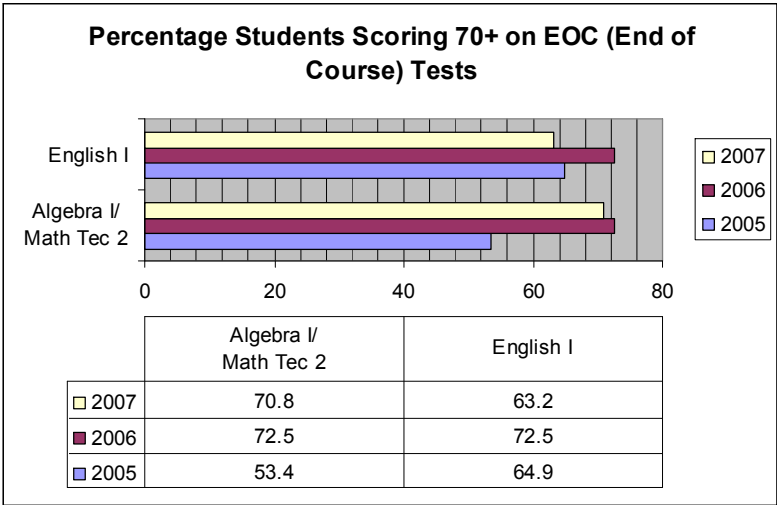
Longitudinal Test and Graduation Rate Data



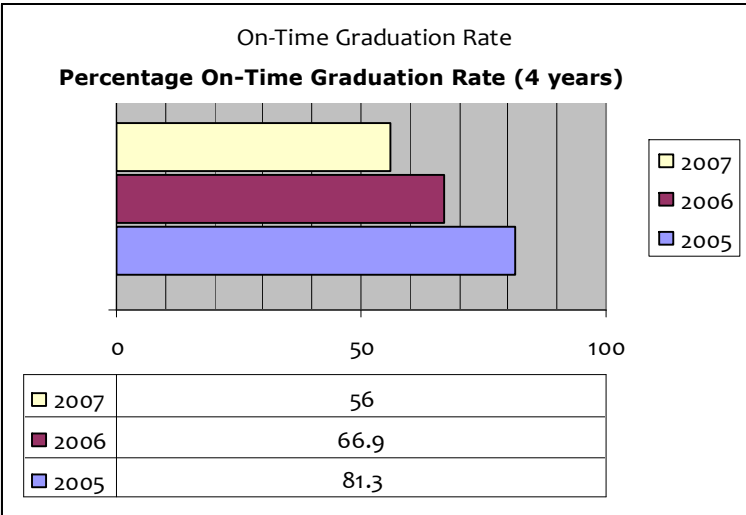
This chart shows two-year overall increases/decreases in the percentage of second year students (first-time sophomores and ninth grade repeaters) who took HSAP and passed no subtests, one subtest, or both subtests. From this data we note that there has been a 1.6% increase in the number of students who passed both tests.



This chart shows two-year overall increases/decreases in the percentage of on-time graduates who passed HSAP. From the data we note that there has been a 12.0% decrease in the number of on-time graduates who passed both tests.



This chart shows two-year overall increases/decreases in the percentage of students who scored 70+ on EOC tests. We note that while there was a 8 and 19% increase in both tests between 2005 and 2006, there was a 2 and 9% decrease between 2006 and 2007.



This chart shows on-time graduation rate changes over two years. We note that the rate has steadily decreased.

FSRP PROCESS

A School Leadership Team (SLT) was formed to develop the FSRP for Travelers Rest High School. The SLT met for the first time on Monday, January 28 to discuss the process of developing the FSRP. Individual responsibilities were assigned to the members of the SLT. Each of the three assistant principals paired with a subject area teacher to develop one of the three Student Achievement Focused Goals. The Principal's Instructional Leadership Focused Goals to Increase Student Achievement were developed by the principal. The rationale, timeline, and description of programs used were developed by a team led by the guidance director. The SLT consulted the faculty for assistance and cooperation in developing the FSRP. The External Review Team (ERT) visited Travelers Rest High on February 4, 6, 7, and 14 to offer their guidance and assistance to the SLT.

The SLT at Travelers Rest High School includes the following:

Lou Lavelly, Principal
Doug Dacko, Assistant Principal
Larry Ertzberger, Assistant Principal
Mary Sloan, Assistant Principal
Rebecca Sudduth, Guidance Director

Bonnie Davis, Curriculum Resource Teacher
Lori Mason, International Baccalaureate Coordinator
Sylvia Clanton, Math Teacher
Atiba Jackson, Vocational Teacher
Leigh Unterspan, English Teacher

FSRP GOALS

After setting our ambitious absolute rating goals and analyzing data, we decided to direct our school FSRP goals as follows:

GOAL 1: Fourth-year students in danger of not graduating on time (HIGH SCHOOL ON-TIME GRADUATION RATE)

In 2007 Travelers Rest High School awarded 200 diplomas out of 357 students who began ninth grade in 2003, a 56% on-time graduation rate. Several factors out of our control contributed to the 157 who did not graduate: occupational diplomas and group homes. With respect to those factors we can control, we will address our longitudinal HSAP passage rate in Goal 3. We have also determined that when students reach their fourth year (on-time graduation), there are students who can possibly graduate but fail to do so because of poor performance in this fourth year. These are the students we have chosen to target in Goal 1 because we recognize that they are the group which, at this point (beginning of fourth year), we can most easily impact.

GOAL 2: MAP GOAL (EOC PASSAGE RATE)

According to diagnostic data from Spring 2007 PACT and Fall 2007 MAP tests, 140 of the 287 (50%) of the current tested 8th graders at Northwest Middle School have scored Below Proficient in Math and/or English/Language Arts. As Northwest Middle School is our direct feeder school, we see the need to focus on this specific group of students as they become freshmen at Travelers Rest High School. Although our focused goal 2 is to raise MAP Test scores, our strategic objective is to in turn increase our students' passage rate on the End of Course (EOC) exams. Data at our school strongly supports a correlation between students who score Below Proficient on the MAP tests and those who are not successful on the EOC exams. We analyzed the 9th grade scores of our current 10th graders on the Spring 2007 MAP tests and EOC exams and discovered that 84.2% of the students who failed the Algebra I EOC also scored Below Proficient on the MAP Math test, and 85.7% of the students who failed the English I EOC also scored Below Proficient on the Language Usage/Reading MAP tests. (See EOC chart on page 5.) After making this analysis, we decided to target those incoming 9th graders who had scored below proficient in ELA, Reading, or Math. If 75% of these students can increase MAP scores at least 3 RIT points between fall and winter and/or spring testing, then TRHS can reach our overall EOC goal of 72.5% passage rate.

GOAL 3: HSAP GOAL (HSAP LONGITUDINAL RATE)

Upon analysis of 2007 HSAP scores, we discovered that we have an 81.1% longitudinal exit exam passage rate which assigns to us a point value of only one on the accountability scale. As a result, our efforts will be to focus more attention on students who do not pass Spring 2008 HSAP test. One benchmark measure to identify students who need remediation will be an HSAP equivalent test given in March 2008 to all second-year high school students as well as to all students who have not previously passed all parts of HSAP. The results of this equivalent test will predict which students are less likely to pass all subtests of HSAP by their on-time graduation date. Our expectation is that we will have a focus group of approximately 90 students who will fail to meet standard on one or more subtests. This focus group will exclude group-home students who do not attend school on our campus even though their scores are counted in our school report card. Data supports a correlation between the state test bank of HSAP questions and the actual HSAP test. Because of this correlation, we recognize that an increase in the practice test score is vital to improve our longitudinal exit exam passage rate. We feel that in reaching this goal we will achieve a minimum longitudinal passage rate of 88%.

School Timeline

July 2008

Goal 1

- Guidance will schedule courses on a block schedule and make sure appropriate classes are available as needed for 4th year students to graduate from July 1-August 19. (1.1.a - Anita Guthrie)
- Guidance will identify target students and ensure that they are appropriately placed in classes needed for graduation from July 1- August 19. (1.1.b - Guidance Counselors)

Goal 2

- Guidance and the Academic Mentor will ensure that all identified Below Basic students are appropriately placed from July 1- August 19. Students who scored Below Basic on PACT/MAP in Math will be double blocked in Intro to Algebra and Algebra Part A. Students who scored Below Basic on PACT/MAP in English/Language Arts or Reading will be double blocked in Accelerated Reading and English I. (2.1.a, 2.2.a,2.2.b - Bryan Williams)

Goal 3

- Guidance will identify students who scored below basic on the HSAP from July 1- August 19. These students will be scheduled in the HSAP remediation class. (3.2.a – Guidance Counselors)

August 2008

Goal 1

- Principal will hire a .5 certified teacher to serve as an Academic Interventionist by August 14. This interventionist will mentor and assist target students throughout the year. (1.4 - Lou Lavelly)
- Principal will hire additional teacher for support classes by August 14. (1.2 - Lou Lavelly)

Goal 2

- Principal will hire a full time Academic Mentor by August 14. (2.3 - Lou Lavelly)
- Guidance will limit the class size of Accelerated Reading and Intro to Algebra to 25 students or less by August 19. (2.5.a – Guidance Counselors)
- The Academic Mentor will begin keeping records on all identified students on August 14. (2.3.a – Bryan Williams)
- Information will be shared with students and parents on the school website and in newsletters throughout the 2008-2009 school year about strategies for success on the MAP tests. (2.6.c – Rick Veazey)
- At the first PTA meeting of the school year on August 25, teachers will inform parents and the community about the MAP tests and its importance. (2.6 – Bryan Williams)

Goal 3

- A full-time teacher will be hired By August 14 to teach the HSAP remediation classes. (3.2 – Lou Lavelly)

- Professional development will be held with the faculty on August 14 about HSAP. Teachers will be informed about results of Spring HSAP. (3.1.a, 3.1.b – Larry Ertzberger)
- Lesson plans and syllabus for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, August 29. (3.2.b – Erin Shambaugh)

Principal Goal 1

- Guidance will create the Master Schedule to contain the appropriate classes necessary to double block below basic first time ninth grade students in ELA and math by August 19. (P1.1.a – Anita Guthrie)
- Guidance will run a class load report to make sure that double-blocked classes for below basic first time ninth grade students in ELA and math are at the reduced size of 23 or less students by August 29. (P1.1.b – Rebecca Sudduth)
- Academic Mentor will identify students to be targeted for support by August 29. (P1.2.a – Bryan Williams)

Principal Goal 2

- Guidance will make sure that the master schedule has been implemented and appropriate classes have been scheduled to allow 9GR06 students to enroll in all courses necessary for graduation by August 19. (P2.1.a, P2.1.b – Anita Guthrie)

September 2008

Goal 1

- Student transcripts will provide evidence of students with a maximum of 15 credits who are not on grade level by September 5. These students will be scheduled into a tutorial class. (1.2.a – Guidance Counselors, Janis Henderickson)
- Students will be made aware of the opportunity to graduate on time through tutorial programs by September 5. (1.4.a – Carmen Jeffers)
- Students will be placed in the appropriate classes needed for graduation. (1.4.b – Carmen Jeffers)
- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b – Janis Hendrickson)
- Enrollment in alternative credit programs will be finalized by September 18. (1.3.a – Guidance Counselors)
- Students will sign a “contract” showing their intent to follow the education plan designed for them by the academic interventionist by September 12. (1.4.c – Carmen Jeffers)

Goal 2

- Academic tutoring program after school begins on September 15 for identified students. (2.7.a – Bryan Williams)
- Progress reports are issued on September 18. The Academic Mentor will use these grades to evaluate the success of the students who are being tutored in English and math. Conferences will begin and will continue throughout the school year. (2.1.b, 2.3.c, 2.5.b, 2.6.e, 2.7.b – Bryan Williams)

Goal 3

- HSAP practice books and an online remediation service will be purchased by September 26. (3.4 – Lou Lavelly)
- Each student who failed one or more parts of the HSAP exam in Spring 2007 (and could not be scheduled in the HSAP remediation class) will be provided with six hours of review and instruction leading to the administration of the Fall 2008 HSAP. This will start on September 26 and be completed by October 15. (3.3.a – Erin Shambaugh)
- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, September 26. (3.2.b – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, September 26. (3.2.c – Erin Shambaugh)
- HSAP remediation lesson plans will be reviewed to make sure HSAP resources are being utilized by the last Friday of the month, September 26. (3.4.a – Larry Ertzberger, Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, September 26. (3.4.c – Erin Shambaugh)
- Classroom observations will occur weekly to verify usage of HSAP remediation. (3.4.b – Larry Ertzberger)

Principal Goal 1

- The Academic Mentor will establish a schedule for meeting with identified students to discuss and provide support for academics, attendance and behavior by September 19. (P1.2.a – Doug Dacko)
- The Academic Mentor will provide a monthly report of student meetings by September 30. (P1.2.b – Doug Dacko)
- MAP tests will be given to all English I, Accelerated Reading, Intro to Algebra, Algebra I, IA, and IB on September 15-19. (Bonnie Davis – P1.3.a)
- Professional development will be held with all teachers of courses with EOC exams by September 30. (P1.3.b – Bonnie Davis)
- Professional Development will be held with teachers about writing essential questions by September 30. (P1.4.a – Bonnie Davis)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by September 30. (P1.4.b – Admin. Team)

Principal Goal 2

- Teachers will submit an at-risk form that indicates students who are failing, the improvement strategy that has been implemented, and a contact log by September 18. (P2.2.a, P2.2.b – Lou Lavelly)
- At risk forms will be used to provide failure rate information by September 18. (P2.3.a – Lou Lavelly)
- Administration will use walk through observation data to indicate the instructional weaknesses of identified teachers by September 18. (P2.3.b – Admin. Team)
- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by September 30. (P2.3.c – Bonnie Davis)

- Professional Development will be held with teachers about writing essential questions by September 30. (P2.4.a – Bonnie Davis)

October 2008

Goal 1

- Grade reports will provide evidence that the students are progressing successfully with the added support of the tutorial support class by October 31. (1.2.b – Rebecca Sudduth)
- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b - Janis Hendrickson)

Goal 2

- Credit Recovery programs become available on October 23 for the identified students. (2.4.a – Bryan Williams)
- Report cards are issued on October 30. The Academic Mentor will use these grades to evaluate the success of the students who are being tutored in English and math. Conferences will begin and will continue throughout the school year. (2.1.b, 2.3.c – Bryan Williams)
- A summary report documenting student progress in English and math will be submitted by October 30. (2.3.b – Bryan Williams)
- The Academic Mentor will continue to hold conferences with all identified students after report cards are issued on October 30. A summary of each conference will be completed and filed. Parent surveys will take place at random during conferences. (2.6.a, 2.6.b - Bryan Williams)
- Professional development will be held with the faculty during the week of October 27-31 to train teachers on conferencing skills and effective use academic data. (2.6.d – Bonnie Davis)

Goal 3

- Each student who failed one or more parts of the HSAP exam in Spring 2007 (and could not be scheduled in the HSAP remediation class) will be provided with six hours of review and instruction leading to the administration of the Fall 2008 HSAP. This will start on September 26 and be completed by October 15. (3.3.a – Erin Shambaugh)
- Assistant Principal will observe from September 26 through October 15. Weekly progress reports will indicate the effectiveness of the HSAP tutoring sessions on October 2, 9, and 15. (3.3.b – Larry Ertzberger)
- Fall HSAP will be given on October 21, 22, and 23. (3.0 – Anna Chappell, Larry Ertzberger)
- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, October 31. (3.2.b – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, October 31. (3.2.c – Erin Shambaugh)
- HSAP remediation lesson plans will be reviewed to make sure HSAP resources are being utilized by the last Friday of the month, October 31. (3.4.a – Larry Ertzberger, Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, October 31. (3.4.c – Erin Shambaugh)

- Classroom observations will occur weekly to verify usage of HSAP remediation. (3.4.b – Larry Ertzberger)

Principal Goal 1

- Academic Mentor will monitor grade reports of below basic first time ninth graders and provide a report of the progress of the strategy of double blocking the students in ELA and math by October 31. (P1.1.c – Bryan Williams)
- The Academic Mentor will provide a monthly report of student meetings by October 31. (P1.2.b – Doug Dacko)
- Teachers will submit monthly lesson plans indicating use of MAP data to drive instruction by October 6. (P1.3.c – Doug Dacko)
- Teachers will provide a monthly report of strategies implemented to address MAP score deficiencies by October 31. (P1.3.d – Lou Lavelly)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by October 31. (P1.4.b – Admin. Team)
- Student grades from the previous progress report and the current report card will be compared to show effectiveness of Learning Focused strategies by October 31. (P1.4.c – Doug Dacko)

Principal Goal 2

- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by October 31 and provide a summary report to the principal. (P2.3.c – Bonnie Davis)
- Administrators will hold student conferences with all 9GR06 students who are failing one or more graduation requirement classes by October 31. (P2.5.a – Admin Team)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by October 31. (P2.4.b – AdminTeam)

November 2008

Goal 1

- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b - Janis Hendrickson)
- A follow-up survey for students, teachers, and parents will provide their feedback about the block schedule implementation by November 30. (1.1.d – Bonnie Davis)
- A survey for students in the 9GR06 tutorial class will provide their feedback about the effectiveness of this class by November 30. (1.2.c – Bonnie Davis)

Goal 2

- The Academic Mentor will provide a quarterly summary report of the credits recovered by identified students using the credit recovery programs by November 14. (2.4.b – Bryan Williams)
- A follow-up survey for students and teachers will provide their feedback about the MAP conferencing, RIT score goal setting, and using MAP data to improve student achievement by November 30. (2.6.e – Bonnie Davis)

Goal 3

- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, November 21. (3.2.b – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, November 21. (3.2.c, 3.3.c – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, November 21. (3.4.c – Erin Shambaugh)
- Classroom observations will occur weekly to verify usage of HSAP remediation. A copy of the Administrative Observer Feedback form will be provided. (3.2.b, 3.3.c, 3.4.a, 3.4.b – Larry Ertzberger)

Principal Goal 1

- The Academic Mentor will provide a monthly report of student meetings by November 30. (P1.2.b – Doug Dacko)
- Documentation of Professional development follow-up session on use of MAP data. (P1.3.a – Bonnie Davis)
- A follow-up survey for teachers about usefulness of MAP data by November 30. (P1.3.c – Bonnie Davis)
- Lesson plans of math and ELA teachers of targeted students will be assessed using the Administrative Observer bi-weekly. (P1.3.e – Doug Dacko, Greg Wynder)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by November 30. (P1.4.c – Admin. Team)

Principal Goal 2

- A follow-up survey for students, teachers, and parents will provide their feedback about the block schedule implementation by November 30. (P2.1.c – Bonnie Davis)
- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by November 30 and provide a summary report to the principal. (P2.3.c – Bonnie Davis)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by November 25. (P2.4.b – AdminTeam)

December 2008

Goal 1

- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b - Janis Hendrickson)

Goal 2

- Progress reports are issued on December 1. The Academic Mentor will use these grades to evaluate the success of the students who are being tutored in English and math. Conferences continue. (2.1.b, 2.3.c, 2.5.b, 2.7.b – Bryan Williams)
- MAP tests will be given on December 1-12. (2.2.c – Bonnie Davis)

Goal 3

- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, December 19. (3.2.b – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, December 19. (3.2.c, 3.3.c – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, December 19. (3.4.c – Erin Shambaugh)
- Classroom observations will occur weekly to verify usage of HSAP remediation. (3.2.b, 3.3.c, 3.4.a, 3.4.b – Larry Ertzberger)

Principal Goal 1

- The Academic Mentor will provide a monthly report of student meetings by December 19. (P1.2.b – Doug Dacko)
- Lesson plans of math and ELA teachers of targeted students will be assessed using the Administrative Observer bi-weekly. (P1.3.e – Doug Dacko, Greg Wynder)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by December 19. (P1.4.c – Admin. Team)

Principal Goal 2

- Teachers will submit an at-risk form that indicates students who are failing, the improvement strategy that has been implemented, and a contact log by December 1. (P2.2.a, P2.2.b – Lou Lavelly)
- At risk forms will be used to provide failure rate information by December 1. (P2.3.a – Lou Lavelly)
- Administration will use walk through observation data to indicate the instructional weaknesses of identified teachers by December 1. (P2.3.b – Admin. Team)
- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by December 19 and provide a summary report to the principal. (P2.3.c – Bonnie Davis)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by December 19. (P2.4.b – AdminTeam)
- Grade reports on December 1 will indicate the effectiveness of the conferences held with all 9GR06 students failing one or more classes. (P2.5.b – Rebecca Sudduth)

January 2009

Goal 1

- Grade reports will provide evidence that the students are progressing successfully with the added support of the tutorial support class by January 21. (1.2.b – Rebecca Sudduth)
- Final grades will show that 9GR06 students earned credit through alternative programs by January 21. (1.3.c – Guidance Counselors)
- Students eligible will be promoted to the 12th grade at the end of first semester on January 15. New homerooms and IDs will be issued. (1.5.a, 1.5.b – Anita Guthrie, Greg Wynder)

- Guidance will identify target students and ensure that they are appropriately placed in classes needed for graduation by January 21. (1.1.b - Guidance Counselors)
- Guidance will provide a semester report by January 21 to Academic Interventionist and Principal that list all 9GR06 students that are in danger of not graduating and schedule changes to meet their academic requirements. (1.1.c - Rebecca Sudduth)
- Enrollment in alternative credit programs will be finalized by January 15. (1.3.a - Guidance Counselors)
- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b - Janis Hendrickson)

Goal 2

- Report cards are issued on January 21. The Academic Mentor will use these grades to evaluate the success of the students who are being tutored in English and math. Conferences will begin and will continue throughout the school year. (2.1.b, 2.3.c - Bryan Williams)
- A summary report documenting student progress in English and math will be submitted by January 21. (2.3.b - Bryan Williams)
- The Academic Mentor will continue to hold conferences with all identified students after report cards are issued on January 21. A summary of each conference will be completed and filed. Parent surveys will take place at random during conferences. (2.6.a, 2.6.b - Bryan Williams)
- Negative feedback from parental surveys will be addressed with individual parents by January 10. (2.6.a - Doug Dacko)
- Results of December MAP tests will be analyzed for improvement data by January 21. (2.2.c - Bryan Williams)
- Results from the survey about MAP conferencing and RIT score goal-setting will be analyzed and a staff development session will be held to discuss the results and plan strategies for improvements by January 15. (2.6.e - Doug Dacko)
- Grade reports will show the effectiveness of this strategy on January 21. (2.6.f - Bryan Williams)

Goal 3

- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, January 30. (3.2.b - Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, January 30. (3.2.c, 3.3.c - Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, January 30. (3.4.c - Erin Shambaugh)
- Classroom observations will occur weekly to verify usage of HSAP remediation. (3.2.b, 3.3.c, 3.4.a, 3.4.b - Larry Ertzberger)
- Test data from practice HSAP test, USA Test Prep, and the fall HSAP results will be summarized to demonstrate the effectiveness of the HSAP remediation class by January 30. (3.4.d - Erin Shambaugh)

Principal Goal 1

- Guidance will run a class load report to make sure that the second semester double-blocked classes for below basic first time ninth grade students in ELA and math are at the reduced size of 23 or less students by January 23. (P1.1.b – Rebecca Sudduth)
- Academic Mentor will monitor grade reports of below basic first time ninth graders and provide a report of the progress of the strategy of double blocking the students in ELA and math by January 31. (P1.1.c – Bryan Williams)
- The Academic Mentor will provide a monthly report of student meetings by January 30. (P1.2.b – Doug Dacko)
- Results from the survey about MAP data will be analyzed and a staff development session will be held to discuss the results and plan strategies for improvements by January 15. (P1.3.c – Doug Dacko)
- Lesson plans of math and ELA teachers of targeted students will be assessed using the Administrative Observer bi-weekly. (P1.3.e – Doug Dacko, Greg Wynder)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by January 30. (P1.4.c – Admin. Team)
- Quarterly report summarizing the progress of the strategy on essential questions reflected in report card grade distribution by January 30. (P1.4.d – Doug Dacko)

Principal Goal 2

- Schedule changes will be made to address the 9GR06 student's graduation requirements. (P2.1.b – Rebecca Sudduth)
- At risk forms will be used to provide failure rate information by January 30. (P2.3.a – Lou Lavelly)
- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by January 30 and provide a summary report to the principal. (P2.3.c – Bonnie Davis)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by January 30. (P2.4.b – AdminTeam)
- Administrators will hold student conferences with all 9GR06 students who are failing one or more graduation requirement classes by January 30. (P2.5.a – Admin Team)

February 2009

Goal 1

- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b - Janis Hendrickson)

Goal 2

- Progress reports are issued on February 19. The Academic Mentor will use these grades to evaluate the success of the students who are being tutored in English and math. Conferences continue. (2.1.b, 2.3.c, 2.5.b, 2.7.b – Bryan Williams)
- The Academic Mentor will provide a quarterly summary report of the credits recovered by identified students using the credit recovery programs by February 6. (2.4.b – Bryan Williams)

Goal 3

- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, February 27. (3.2.b – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, February 27. (3.2.c, 3.3.c – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, February 27. (3.4.c – Erin Shambaugh)
- Classroom observations will occur weekly to verify usage of HSAP remediation. (3.2.b, 3.3.c, 3.4.a, 3.4.b – Larry Ertzberger)

Principal Goal 1

- The Academic Mentor will provide a monthly report of student meetings by February 27. (P1.2.b – Doug Dacko)
- Lesson plans of math and ELA teachers of targeted students will be assessed using the Administrative Observer bi-weekly. (P1.3.e – Doug Dacko, Greg Wynder)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by February 27. (P1.4.c – Admin. Team)

Principal Goal 2

- Teachers will submit an at-risk form that indicates students who are failing, the improvement strategy that has been implemented, and a contact log by February 19. (P2.2.a, P2.2.b – Lou Lavelly)
- At risk forms will be used to provide failure rate information by February 19. (P2.3.a – Lou Lavelly)
- Administration will use walk through observation data to indicate the instructional weaknesses of identified teachers by February 19. (P2.3.b – Admin. Team)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by February 27. (P2.4.b – AdminTeam)
- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by February 27 and provide a summary report to the principal. (P2.3.c – Bonnie Davis)
- Grade reports on February 23 will indicate the effectiveness of the conferences held with all 9G06 students failing one or more classes. (P2.5.b – Rebecca Sudduth)

March 2009

Goal 1

- Grade reports will provide evidence that the students are progressing successfully with the added support of the tutorial support class by March 31. (1.2.b – Rebecca Sudduth)
- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b - Janis Hendrickson)

Goal 2

- Report cards are issued on March 31. The Academic Mentor will use these grades to evaluate the success of the students who are being tutored in English and math. Conferences will begin and will continue throughout the school year. (2.1.b, 2.3.c – Bryan Williams)
- MAP tests will be given March 16-20. (2.2.c – Bonnie Davis)
- Results of March MAP tests will be analyzed for improvement data by March 27. (2.2.c – Bryan Williams)
- A summary report documenting student progress in English and math will be submitted by March 31. (2.3.b – Bryan Williams)
- The Academic Mentor will continue to hold conferences with all identified students after report cards are issued on March 31. A summary of each conference will be completed and filed. Parent surveys will take place at random during conferences. (2.6.a, 2.6.b – Bryan Williams)
- Negative feedback from parental surveys will be addressed with individual parents by March 15. (2.6.a – Doug Dacko)
- Grade reports will show the effectiveness of this strategy on March 31. (2.6.f – Bryan Williams)

Goal 3

- Review and tutorial sessions become available on March 2 for students who failed the Fall 2008 HSAP. Daily attendance records and a log of student progress will be due each Friday of the month. (3.3.a Erin Shambaugh)
- Weekly progress reports will indicate the effectiveness of the tutoring sessions. These will be due each Friday of the month. (3.3.b – Larry Ertzberger)
- A practice HSAP test will be given on March 2 through 6 to those students who failed HSAP in the Spring of 2008 and Fall of 2008. These tests will be scored and the students who fail will be given intensive review before the Spring 2008 HSAP. (3.0 – Erin Shambaugh, Anna Chappell, Larry Ertzberger)
- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, March 27. (3.2.b, 3.3.c – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, March 27. (3.2.c – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, March 27. (3.4.c – Erin Shambaugh)
- Classroom observations will occur weekly to verify usage of HSAP remediation. (3.2.b, 3.3.c, 3.4.a, 3.4.b – Larry Ertzberger)
- Test data from practice HSAP test, USA Test Prep, and HSAP results will be summarized to demonstrate the effectiveness of the HSAP remediation class by March 27. (3.4.d – Erin Shambaugh)

Principal Goal 1

- Academic Mentor will monitor grade reports of below basic first time ninth graders and provide a report of the progress of the strategy of double blocking the students in ELA and math by March 27. (P1.1.c – Bryan Williams)
- The Academic Mentor will provide a monthly report of student meetings by March 27. (P1.2.b – Doug Dacko)

- Lesson plans of math and ELA teachers of targeted students will be assessed using the Administrative Observer bi-weekly. (P1.3.e – Doug Dacko, Greg Wynder)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by March 27. (P1.4.c – Admin. Team)
- Quarterly report summarizing the progress of the strategy on essential questions reflected in report card grade distribution by March 31. (P1.4.d – Greg Wynder)

Principal Goal 2

- At risk forms will be used to provide failure rate information by March 31. (P2.3.a – Lou Lavelly)
- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by March 27 and provide a summary report to the principal. (P2.3.c – Bonnie Davis)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by March 31. (P2.4.b – AdminTeam)
- Administrators will hold student conferences with all 9GR06 students who are failing one or more graduation requirement classes by March 31. (P2.5.a – Admin Team)

April 2009

Goal 1

- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b - Janis Hendrickson)

Goal 2

- The Academic Mentor will provide a quarterly summary report of the credits recovered by identified students using the credit recovery programs by April 24. (2.4.b – Bryan Williams)

Goal 3

- Spring 2008 HSAP will be given on April 21, 22, 23. (3.0 – Anna Chappell, Larry Ertzberger)
- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, April 24. (3.2.b – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, April 24. (3.2.c, 3.3.c – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, April 24. (3.4.c – Erin Shambaugh)
- Classroom observations will occur weekly to verify usage of HSAP remediation. (3.2.b, 3.3.c, 3.4.a, 3.4.b – Larry Ertzberger)

Principal Goal 1

- Lesson plans of math and ELA teachers of targeted students will be assessed using the Administrative Observer bi-weekly. (P1.3.e – Doug Dacko, Greg Wynder)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by April 30. (P1.4.c – Admin. Team)

Principal Goal 2

- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by April 30 and provide a summary report to the principal. (P2.3.c – Bonnie Davis)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by April 30. (P2.4.b – AdminTeam)

May 2009

Goal 1

- The Tutorial teacher will monitor student Apex, and Virtual school modules during the tutorial class beginning on September 8. Student logs will provide a summary of activities completed each day. (1.3.b - Janis Hendrickson)

Goal 2

- Progress reports are issued on May 4. The Academic Mentor will use these grades to evaluate the success of the students who are being tutored in English and math. Conferences continue. (2.1.b, 2.3.c, 2.5.b, 2.7.b – Bryan Williams)
- EOC tests will be completed by May 22. (2.0 – Bryan Williams)
- Negative feedback from parental surveys will be addressed with individual parents by _____. (2.6.a – Doug Dacko)

Goal 3

- Lesson plans for the HSAP remediation class will show that the instruction be individualized according to student needs. These will be due by the last Friday of the month, May 29. (3.2.b – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student progress reports by the last Friday of the month, May 29. (3.2.c, 3.3.c – Erin Shambaugh)
- HSAP remediation teacher will provide monthly student reports showing progress with HSAP test resources by the last Friday of the month, May 29. (3.4.c – Erin Shambaugh)
- Classroom observations will occur weekly to verify usage of HSAP remediation. (3.2.b, 3.3.c, 3.4.a, 3.4.b – Larry Ertzberger)

Principal Goal 1

- Lesson plans of math and ELA teachers of targeted students will be assessed using the Administrative Observer bi-weekly. (P1.3.e – Doug Dacko, Greg Wynder)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by May 29. (P1.4.c – Admin. Team)

Principal Goal 2

- Teachers will submit an at-risk form that indicates students who are failing, the improvement strategy that has been implemented, and a contact log by May 4. (P2.2.a, P2.2.b – Lou Lavelly)
- At risk forms will be used to provide failure rate information by May 4. (P2.3.a – Lou Lavelly)
- Administration will use walk through observation data to indicate the instructional weaknesses of identified teachers by May 4. (P2.3.b – Admin. Team)
- The Curriculum Resource Teacher will develop and monitor professional development for the identified teachers by May 29 and provide a summary report to the principal. (P2.3.c – Bonnie Davis)
- Walk through observations will be completed by administrators to document teachers' use of essential questions by May 29. (P2.4.b – AdminTeam)

June 2009

Goal 1

- Final grades will show that 9GR06 students earned credit through alternative programs by June 8. (1.3.c – Guidance Counselors)

Goal 2

- Report cards are issued on June 8. The Academic Mentor will use these grades to evaluate the success of the students who are being tutored in English and math. Conferences will begin and will continue throughout the school year. (2.1.b, 2.3.c – Bryan Williams)
- The Academic Mentor will prepare a final summary report documenting the progress of the identified students in English and Math by June 8. (2.3 – Bryan Williams)
- The Academic Mentor will provide a final summary report of the credits recovered by identified students using the credit recovery programs by June 8. (2.4. – Bryan Williams)
- Grade reports will show the effectiveness of this strategy on June 8. (2.6.f - Bryan Williams)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1:

With the overall goal of raising our graduation rate, by April 01, 2009, 63% of all fourth year students (9GR06) will be enrolled in and passing all courses necessary to graduate as measured by student transcripts and 3rd quarter grade reports.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1.1. Implement a block schedule to allow students to take consecutive courses necessary for graduation within the same year and retake failed core subjects.	Mary Sloan	July 2008	<ul style="list-style-type: none"> a. Master schedule will demonstrate that the block schedule has been implemented and that appropriate classes have been scheduled to allow students to enroll in all courses.(Anita Guthrie) b. Student transcripts and report cards for 9GR06 students will reflect student enrollment in and passing grades for the necessary courses for graduation. (Guidance Counselors) c. Semester report from guidance that list all 9GR06 students that are in danger of not graduating and scheduling changes that are needed to address these students graduation requirement. (Rebecca Sudduth) d. A follow-up survey for students, teachers, and parent will provide their feedback about the block schedule implementation. By 11/30 (Bonnie Davis)

1.2. Provide a tutorial support class for 9GR06 students who are not on grade level and or failing a class essential for graduation.	Mary Sloan	September 2008	<ul style="list-style-type: none"> a. The class roster and student transcripts will provide evidence that students with a maximum of 15 earned credits are enrolled in this class. (Janis Hendrickson and Guidance Counselors) b. Quarterly grade reports will provide evidence that the students are progressing successfully with the added support. (Rebecca Sudduth) c. After the end of the first nine weeks these students will complete a survey that questions them about the effectiveness of the class. (Bonnie Davis) 11/30
1.3. Offer alternative programs to obtain credit to students at risk of not graduating, such as Credit Recovery, Twilight School, Virtual Classes.	Mary Sloan	September 2008	<ul style="list-style-type: none"> a. Confirmation of Acceptance from Greenville County School District will provide confirmation of enrollment. (Guidance Counselors) b. Student logs will provide a summary of activities completed each day. (Janis Hendrickson) c. Final grades will provide evidence that credit was earned. (Guidance Counselors)
1.4. Provide a .5 academic interventionist position to provide additional support for 9GR06 students who are in danger of not graduation.	Lou Lavelly	September 2008	<ul style="list-style-type: none"> a. Conference Logs will indicate that students who are in danger of not graduating have been made aware of the opportunity to graduate on time through the interventions outlined.(Carmen Jeffers) b. Copies of student schedules will provide evidence of students being placed in classes needed for graduation.(Carmen Jeffers) c. Student Contracts will provide evidence of student intent to follow the plan designed to aid in obtaining the credits needed for graduation. (Carmen Jeffers)

1.5. Promote students to homeroom of next grade level and distribute new grade level IDs.	Guidance Counselor	January 2009	<ul style="list-style-type: none"> a. Homeroom roster will provide evidence of student promotion to a twelfth grade homeroom.(Guidance Counselor) b. New IDs will be issued indicating that the student is in the twelfth grade.(Greg Wynder)
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2:

Based on our 2007 analysis, MAP scores strongly correlate to EOC passage rate. By April 1, 2009, first time ninth graders scoring below standard on September 2008 MAP in Math, ELA, and/or Reading will raise each below standard MAP test score by at least three mean RIT value points. (Baseline mean RIT value points of students scoring below standard: math = 218.2; reading = 206.7; language usage = 206.9)

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
2.1 School Counselor will check records of all students entering the ninth grade to make sure that all below basic students are appropriately placed based on PACT and MAP scores.	Greg Wynder and Doug Dacko	August 2008-	<ul style="list-style-type: none"> a. Class rolls showing standardized test scores (PACT and MAP) will show that students have been placed in appropriate classes. (Guidance Counselors and Bryan Williams) b. Grade reports will show progress. (Bryan Williams)
2.2 Students who are below basic in Math will be double blocked in Intro to Algebra and Algebra Part A, and students who are below basic in Reading will be double blocked in Accelerated Reading and English 1.	School Counselors Bryan Williams	August 2008-	<ul style="list-style-type: none"> a. Student schedules will indicate that students have been double blocked into Introduction to Algebra/Algebra 1 Part A. (Guidance Counselors) b. Student schedules will indicate that students have been double blocked into Accelerated Reader/English I. (Guidance Counselors) c. December and March MAP data will provide information regarding the effectiveness of the strategy. (Bryan Williams)
2.3 Academic mentor will monitor the academic performance and hold conferences with all identified students	Greg Wynder and Doug Dacko	August 2008-	<ul style="list-style-type: none"> a. Records will be kept on all identified students. The records will include the students' schedule, MAP scores, academic

and parents.			<p>grades, attendance, and dates of student and parental conferences. These will indicate that the strategy has been implemented. (Bryan Williams)</p> <p>b. A quarterly summary report will be submitted documenting student progress in English and math. (Bryan Williams)</p> <p>c. Progress reports will indicate the success of the students who are being tutored in English and math. (Bryan Williams)</p>
2.4 Credit recovery will be available for all identified students.	Greg Wynder and Doug Dacko	October 2008	<p>a. List of students receiving credit recovery will indicate that the program has been implemented. (Bryan Williams)</p> <p>b. A quarterly summary report of how many credits were recovered will indicate the progress of this program. (Bryan Williams)</p>
2.5 Class size will be limited to 20-25 in Accelerated Reading/Intro to Algebra.	Greg Wynder and Doug Dacko	August 2008	<p>a. A class size report will indicate that the strategy has been implemented. (Guidance counselors)</p> <p>b. Quarterly progress reports will indicate the success of the strategy. (Bryan Williams)</p>
<p>2.6 Increase parental/student awareness of the significance of academic success.</p> <ul style="list-style-type: none"> • MAP scores will be presented at parent conferences or mailed if necessary. • Inform parents and community at PTSA Open House about the MAP Test and the importance of the test. • Parents will be provided with tools and strategies they can employ to help their children do well. • Monthly reports and newsletters will be sent through the mail and posted on the website. • Teachers will be trained in conferencing skills that include the effective use of academic data. 	Greg Wynder and Doug Dacko	August 2008	<p>a. Results of parental communication survey will indicate effectiveness of the strategy. (Bryan Williams) Assistant Principal will address negative feedback with individual parents each semester. (Doug Dacko)</p> <p>b. A summary of each parental conference will include a list of participants and a brief summary of the conference. (Bryan Williams)</p> <p>c. Copies of newsletters, and websites will document implementation of the strategy. (Bryan Williams)</p> <p>d. Professional development calendar and roster of teachers in attendance (specifically, teachers of targeted ninth grade students in ELA and math) will demonstrate that training on conferencing skills and effective use of academic data has</p>

			<p>occurred. Initial training will be September 14 and 15 and follow-up sessions will be October 29. (Bonnie Davis)</p> <p>e. A follow-up survey for students and teachers will provide their feedback about the MAP conferencing and RIT score goal-setting. By 11/30 (Bonnie Davis) After the results are analyzed, these teachers, the CRT, the Academic Mentor, and grade-level Assistant Principal will gather in a staff development session and discuss the results and plan strategies for improvement. (Doug Dacko) by 1/15/09</p> <p>f. Quarterly grade reports will indicate the success of the strategy. (Bryan Williams)</p>
2.7 After school tutoring will be available to identified students using individualized instruction.	Greg Wynder and Doug Dacko	September 2008	<p>a. A list of the identified students that have been provided academic assistance in the after school tutoring will provide evidence that this strategy has been implemented.(Bryan Williams)</p> <p>b. Quarterly progress reports will indicate the success of the students that are being tutored in English and Math. (Bryan Williams)</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, forty percent of the students who failed the HSAP in spring 2008 will pass the fall 2008 administration of the HSAP or an HSAP practice test in March 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
3.1 Professional development session will inform faculty of spring 2008 HSAP results and identify targeted students needing remediation for the fall 2008 HSAP.	Larry Ertzberger	August 2008	<ul style="list-style-type: none"> a. Professional development calendar and roster of Teachers (including ELA and math teachers) in attendance will demonstrate that training on HSAP results occurred during the opening week of school. (Bonnie Davis) b. The inservice agenda and roster of targeted students will provide evidence that ELA and math teachers were informed about results of spring HSAP.
3.2 An HSAP remediation classes with individualized curriculum will be added to course offerings in 2008-2009 school year.	Larry Ertzberger	August 2008	<ul style="list-style-type: none"> a. Master schedule and class rosters will reflect an HSAP remediation class for each student scoring below standard. (Guidance Counselors) b. Using The Administrative Observer as a review instrument, monthly lesson plans of the HSAP teacher will be reviewed and provide evidence that instruction is individualized according to students' HSAP needs. The assistant principal will give feedback to the teacher on the Administrator Observer Feedback Form and will provide assistance for improvement during weekly observations and conferences. (Larry Ertzberger) c. Monthly student progress reports will be reported to Larry Ertzberger the last Friday of each month. (Erin Shambaugh)

3.3 Tutoring sessions will be offered during school to students who have not passed HSAP.	Larry Ertzberger	September 2008	<ul style="list-style-type: none"> a. Daily attendance records and log of student progress will indicate that the tutoring sessions are being utilized. (Erin Shambaugh) b. Weekly progress reports will indicate effectiveness of the tutoring sessions. (Larry Ertzberger) c. Indicators in strategy 3.2 will provide additional evidence of the effectiveness of this strategy.
3.4 Resources such as HSAP practice books and USA Test Prep will be provided for students.	Larry Ertzberger	August 2008	<ul style="list-style-type: none"> a. HSAP lesson plans will be reviewed to indicate that resources have been utilized. Using The Administrative Observer as a review instrument, monthly lesson plans of the HSAP teacher will be reviewed and provide evidence that instruction is individualized according to students' HSAP needs. The assistant principal will give feedback to the teacher on the Administrator Observer Feedback Form and will provide assistance for improvement during weekly observations and conferences. (Larry Ertzberger) b. Weekly classroom observations of the HSAP tutorial teacher will verify usage of HSAP remediation. Administrator Observer Rubric will be used during the observation to provide feedback to the teacher. The assistant principal will provide assistance for improvement during weekly observations and conferences. (Larry Ertzberger) c. Monthly student progress reports will indicate the effectiveness of the strategy. (Erin Shambaugh) d. Test data from practice HSAP test, USA Test Prep and Fall HSAP results will be summarized each semester and demonstrate the effectiveness of the HSAP remediation class. (Erin Shambaugh)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

Based on our 2007 analysis, MAP scores strongly correlate to EOC passage rate. By April 1, 2009, first time ninth graders scoring below standard on September 2008 MAP in Math, ELA, and/or Reading will raise each below standard MAP test score by at least three mean RIT value points. (Baseline mean RIT value points of students scoring below standard: math = 218.2; reading = 206.7; language usage = 206.9)

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
P1.1 Teachers will be provided and assigned to meet the instructional needs as outlined in the FSRP to reduce class size and double block specified students in ELA and/or math.	Principal	August 2008	<ul style="list-style-type: none"> a. Master schedule will demonstrate that appropriate classes have been scheduled to meet the requirements of double blocking below basic first time ninth grade students in ELA and math. (Anita Guthrie) b. SASI generated class load report for both semesters will demonstrate that classes are of reduced size of 23 or less students. (Rebecca Sudduth) c. Grade reports will be monitored and a report will be provided quarterly to demonstrate the progress of the strategy. (Bryan Williams)
P1.2 A ninth grade academic mentor will be provided to work with identified below basic students.	Principal	August 2008	<ul style="list-style-type: none"> a. The academic mentor will establish a schedule for meeting with identified students to discuss and provide support for academics, attendance, and behavior. (Bryan Williams) b. The interventionist will provide monthly reports of student meetings that include grade, attendance, and behavior components for the identified students. (Doug Dacko)

P1.3 Provide professional development on the use of MAP data to increase student achievement.	Principal	September 2008	<ul style="list-style-type: none"> a. Professional development on the use of MAP data to increase student achievement will be posted on the calendar and teachers in attendance will be noted on a roster (specifically, ELA and math teachers of the targeted students). These documents will demonstrate that this training occurred. Initial training will be September 14 and 15 and follow-up sessions will be October 29. (Bonnie Davis) b. A follow-up survey for teachers will provide feedback about the usefulness of MAP data to increase student achievement. The survey will be completed by 11/30 (Bonnie Davis). c. After the results are analyzed, these teachers, the CRT and grade-level Assistant Principal will gather in a staff development session and discuss the results and plan strategies for improvement. (Doug Dacko) by 1/15/09 d. Fall MAP test results data will indicate that teachers have access to current data in September. (Bonnie Davis) e. Bi-weekly, the assistant principals will check the lesson plans of the math and ELA teachers of the targeted students using The Administrative Observer as a review instrument. These plans will be reviewed, providing evidence that instruction has been planned to address students' academic weaknesses identified in MAP data. The assistant principals will give feedback to the teacher on the Administrator Observer Feedback Form and will provide assistance for improvement if needed during conferences. (Doug Dacko and Greg Wynder)
P1.4 Implement use of Essential Questions within classrooms of the targeted students.	Principal	September 2008	<ul style="list-style-type: none"> a. Professional development on the use of Essential Questions to increase student achievement will be posted on the calendar and teachers in attendance will be noted on a roster (specifically the ELA and math teachers of the targeted students). These documents will demonstrate that training occurred. The training will be August 22 and 23. (Bonnie Davis) b. A follow-up survey for teachers will provide feedback

			<p>about the usefulness of Essential Questions to increase student achievement. The survey will be completed by 11/30 (Bonnie Davis).</p> <p>c. Bi-weekly classroom observations of the ELA and Math teachers of the targeted students will verify usage of Essential Questions. The Administrator Observer will be used during the observation as a review instrument to provide feedback to the teacher. Teachers will be provided assistance for improvement during follow-up conferences. (Doug Dacko, Mary Sloan, Larry Ertzberger, Greg Wynder, Bonnie Davis, Lou Lavelly).</p> <p>d. Quarterly grade reports will be monitored and a report will be provided to demonstrate the progress of the strategy. (Doug Dacko and Greg Wynder)</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, the administrative team will manage resources to provide student support and intervention in order that 63% of fourth year students (9GR06) will have passed or will be passing all required courses for graduation, as demonstrated on student transcripts and 3rd quarter grade reports.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
P2.1 Implement a block schedule to allow students to take consecutive courses necessary for graduation within the same year and retake failed core subjects.	Principal	August 2008	<ul style="list-style-type: none"> a. Master schedule will demonstrate that the block schedule has been implemented and that appropriate classes have been scheduled to allow students to enroll in all courses necessary for graduation. (Anita Guthrie) b. Guidance will submit semester reports that list all 9GR06 students that are in danger of not graduating and scheduling changes that need to be made to address these students' graduation requirements. (Rebecca Sudduth) c. A follow-up survey for students, teachers, and parent will provide their feedback about the block schedule implementation by 11/30. (Bonnie Davis)
P2.2 The principal will require teachers to identify 9GR06 students that are failing and the strategies that they have implemented to address the student's performance.	Principal	September 2008	<ul style="list-style-type: none"> a. 9GR 06 teachers will submit an at-risk form that lists students who are failing to the principal after each quarterly progress report. This form will also indicate the strategies that have been implemented. (Lou Lavelly) b. The at-risk form will indicate the teacher's contact log for each failing student. (Lou Lavelly)

P2.3 Walkthrough observation data will be used to provide targeted staff development to teachers with failure rates over 15% among 9GR06 students.	Principal	September 2008	<ul style="list-style-type: none"> a. At- risk forms will be used to provide failure rate information at each quarterly progress report. (Lou Lavelly) b. The Administrative Observer Walkthrough Form will be used as a resource to indicate the instructional weaknesses of the identified teachers. (Lou Lavelly, Doug Dacko, Larry Ertzberger, Mary Sloan, Greg Wynder) c. The Curriculum Resource Teacher (CRT) will develop and monitor a specific professional development plan to address the instructional weaknesses of the identified teachers. (Bonnie Davis)
P2.4 Implement Learning Focused strategies within classrooms of the targeted students.	Principal	September 2008	<ul style="list-style-type: none"> a. Professional development on the use of Essential Questions to increase student achievement will be posted on the calendar and teachers in attendance will be noted on a roster (specifically 9GR 06 core teachers). These documents will demonstrate that this training occurred. Initial training will be August 22 and 23. (Bonnie Davis). b. <u>Monthly classroom observations</u> of the 9GR06 core teachers of the targeted students will verify usage of Essential Questions. The Administrator Observer will be used during the observation as a review instrument to provide feedback to the teacher. Teachers will be provided assistance for improvement as needed during follow-up conferences and staff development (Doug Dacko, Mary Sloan, Larry Ertzberger, Greg Wynder, Bonnie Davis, Lou Lavelly).
P2.5 The administrative team will hold conferences with all 9GR06 students failing one or more graduation requirement classes at each report card date.	Principal	October 2008	<ul style="list-style-type: none"> a. Quarterly student conference logs will indicate that the strategy has been implemented. (Lou Lavelly, Doug Dacko, Larry Ertzberger, Mary Sloan, Greg Wynder) b. Quarterly grade reports will indicate the effectiveness of this strategy. (Rebecca Sudduth)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1:

By April 1, 2009, 100% of core content teachers will be given an opportunity to participate in a series of focused professional development opportunities to ensure that seventy-five percent of first time ninth graders scoring below standard on September 2008 MAP in Math and/or Reading will raise each below standard MAP test score by at least three RIT points.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide training for teachers on differentiated instruction.	Assoc. Supt. Dr. Kathy Howard	July 2008	The instructional coach will receive training at monthly Instructional Coach meetings on aspects of differentiated instruction. She will return to the school and train the staff through small groups – both interdisciplinary teams and content based groups. Training will specifically address issues of gender, collaborative grouping, learning styles, and skill level (as evidenced by RIT scores). Agendas, training logs (Dr. Kathy Howard)
Provide training to teachers to use research-based instructional practices in reading and writing, such as Learning Focused.	Assoc. Supt. Dr. Kathy Howard	July 2008	Teachers will continue to be trained in a comprehensive school-based model that provides balanced achievement using research-based strategies to support learning. The research-based strategies are best practices which are driven by a standards-based curriculum. Learning is organized into units of instruction. These best practice research practices include using: Essential Questions, Student Learning Maps, EATS, Summarizing Strategies, Accelerating and Previewing,

			<p>Rubric Assessed Authentic Assignments, Teaching Higher Order Thinking Skills, and Differentiated Assignments.</p> <p>The school's instructional coach has received endorsement from the Learning Focused company to serve as a trainer. However, each district level content consultant has also been trained and serves as a resource to the school and the coach.</p> <p>Follow-up will be based on use of new knowledge and skills in the classroom.</p> <p>Agendas, principal observations, training logs (Debbie Barron)</p>
Monitor professional development in effective methods for block scheduling.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>A district representative will attend trainings and monitor the success of the implementation of the block schedule process. Block scheduling allows students to have more academic opportunities for success.</p> <p>Training logs (Dr. Kathy Howard)</p>
Provide training for English and Math teachers on student-centered learning.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>Opportunities will be provided by district subject area consultants for both the English and Math department staff to be trained in providing student-centered learning. Teachers will learn how to engage students in hands-on learning, and conceptual understand to construct knowledge rather than simply transmitting knowledge. The teacher provides the experience for students to discuss and solve problems within the content area.</p> <p>Minutes from meeting, administrative observations (Ms. Debbie Barron and Ms. Rita Bixler)</p>
Train instructional coaches on effective use of assessments (Train the trainer).	Assoc. Supt. Dr. Kathy Howard	September 2008	<p>Instructional coaches will be trained on effective use of assessments in the classroom. The training will address appropriate forms of formal (summative) and informal (formative) assessment. They will also receive training to design assignments that meet specific learner interests, abilities, and learning styles (differentiated assessments). The instructional coach will return to the building and train teachers in small groups – both interdisciplinary teams and content based groups.</p> <p>Agendas, training logs (Dr. Kathy Howard)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2:

By April 1, 2009, 100% of appropriate school personnel will be given an opportunity to participate in data analysis and reporting professional development to ensure that seventy-five percent of first time ninth graders scoring below standard on September 2008 MAP in Math and/or Reading will raise each below standard MAP test score by at least three RIT points.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide support to school administrators in utilizing MAP scores via Virtual Comparison Groups to make data-driven decisions.	Director Research - Dr. Jason McCreary	October 2008	<p>VCG reports will be presented used by school administrators to diagnose student and teacher areas of strength and deficiencies in ELA and math. Disaggregation will allow administrators to pinpoint which subgroups and students need additional support. Staff will learn how to determine if a program is effective, who begins the year at a higher or lower level, and which teachers create exceptional student growth or failure.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School VCG reports and training agenda (Erin Tully and the Research Department)</p>

Provide support for core content teachers in disaggregating and analyzing data to make department-wide and classroom level instructional decisions.	Director Research - Dr. Jason McCreary	October 2008	<p>Dynamic Reporting Suite will be presented and used to simplify data analysis as a classroom tool to help quickly apply test scores to instructional planning and teaching.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>Agenda (April Hammond and the Research Department)</p>
Provide support for school administrators, instructional leadership teams, and counselors to analyze and interpret school data via Ease-e.	Director Research - Dr. Jason McCreary	January 2009	<p>Ease-e is a data warehouse that allows one to query on a variety of data points (student demographics, student attendance, test scores, etc.). Training will be based on the local school needs and requests for data and decisions. Since the product or warehouse we use is in transition, we will not be able to train until the second semester.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School reports and Agenda (Maria Sarria and the Research Department)</p>
Provide assistance to principals to monitor progress and assess gaps in outcomes.	Assistant Supts. of Schools – Drs. Meekins, Peake, and Rogers and Mr. Hamilton	October 2008	<p>Working with the principal and ERTL, ongoing discussions and data analysis monitoring around student and goal achievement will occur.</p> <p>Onsite follow-up will occur to determine progress on implementing strategies from each goal.</p> <p>Meeting agendas (Assistant Supts. Of Schools)</p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Title and Description of Programs and Initiatives Included in the FSRP

The **Academic Intervention Specialist** will work cooperatively and collaboratively with all stakeholders of the target population in order to achieve the overall goal. The primary functions of this individual would be to oversee the achievements of the target group by gathering and interpreting data every three weeks, contacting parents, and conferencing with students on how to succeed in the academic arena, designing an individual plan for targeted students for grade promotion. This individual will promote community involvement by offering seminars on “At risk” students every quarter. This individual will also be responsible for the distribution of incentives to the targeted population based upon set criteria.

A full-time **Academic Mentor** will be hired in order to provide help for ninth grade students who are academically challenged. His main goal will be to assist students as they make the adjustment from middle school into high school. His target students are the ninth graders who have scored below standard on the 8th grade Palmetto Achievement Challenge Test (PACT) in English/Language Arts, Math, Science, or Social Studies. The academic mentor will help to disaggregate the data collected from the PACT tests to identify these students. Much of the academic mentor’s time will be spent tracking the identified students through the ninth grade. Individual conferences will be conducted with these students. Progress report and report card grades will also be monitored for these identified students by the academic mentor. He will coordinate an after-school tutoring program to allow these students to receive the help needed to improve their class grades.

Accelerated Reading is an elective course for the struggling reader who is reading at least two grades below grade level. Various diagnostic tests and multi-level materials of high interest are used to individualize each student’s program. Instruction focuses on word attack skills, vocabulary development, comprehension, and dictionary skills to improve reading and communication. This course does not take the place of any required English course.

Advanced Placement (AP) classes give students an opportunity to take college-level courses and exams while still in high school. Students enjoy the challenge of taking Advanced Placement courses with enthusiastic classmates and teachers; high school faculty find that Advanced Placement courses enhance their students' confidence and academic interest as well as their school's reputation; and college faculty report that Advanced Placement students are far better prepared for serious academic work.¹

Algebra I Part A is the first half of a two-year program that will prepare students for academic or workplace options. This course is intended for students who, as ninth graders, are not yet ready for the rigor of an Algebra 1 class. The sequence of courses, Algebra 1 Part A and Algebra 1 Part B, meets the state Algebra 1 standards and will be recognized by South Carolina colleges as Algebra 1 if followed by successful completion of Algebra 2. This program of mathematical studies focuses on the development of the student's ability to understand and apply mathematics to solve realistic workplace problems. Emphasis is on active participation through appropriate project work, laboratory activities, group and individual assignments, discussion, practice, and exposition. Hand-held graphing calculators are recommended for instruction and assessment. The course will be taught through the use of best practices and research-proven instructional strategies that address the way each child learns best and offer multiple opportunities for students to master material.

Apex Learning[®], an online differentiated program, offers standards-based digital curriculum designed to provide extensive support for students in credit recovery, dropout recovery, remediation, intervention, and alternative school programs.

Credit Recovery provides a student the opportunity to earn a Carnegie unit, often when they are in a failing situation, in a non-traditional school setting in addition to courses he/she is currently enrolled in at school. A student can recover credit from a variety of programs such as Nova Net, Twilight School, Virtual School, etc.

The **End-of-Course examinations (EOC)** which count 20 percent of the students' final grade in each gateway or benchmark course, currently include Algebra 1/Math for the Technologies 2, English 1, and Physical Science. All public middle school, high school, alternative school, adult education, and home school students who are enrolled in courses in which the curriculum standards corresponding to the EOC tests are taught, regardless of course name or number, must take the appropriate tests.²

¹ www.ed.sc.gov

² www.ed.sc.gov

Essential Questions are guides for a unit or lesson that have no obvious “right” answer. They are written to stimulate student interaction and sustain student interest. Essential questions are usually open-ended, non-judgmental, meaningful and purposeful, and invite an exploration of ideas. These questions encourage collaboration between students, teachers, and the community.

Freshman Success is an elective course designed to give the student an extensive orientation to high school and to provide the student with the necessary knowledge skills and resources to have a rewarding and successful high school experience. In addition to the orientation to high school, major topics will include: classroom procedures and management, self-awareness, goal setting, time management, conflict resolution, communication skills, study habits, and test-taking strategies. Students will also spend time studying their career planners (sent from the middle schools), planning future course selection and discussing career plans.

The **High School Assessment Program (HSAP)** meets both federal and state requirements. It meets the requirement of the South Carolina Education Accountability Act (EAA) of 1998 that each public school student pass an exit examination to receive a South Carolina high school diploma. It is also used to measure students' academic achievement on high school standards in accordance with the federal No Child Left Behind Act of 2001 (NCLBA). The HSAP assesses selected South Carolina academic standards in English language arts and mathematics that students have had opportunity to learn by the end of the tenth grade.³

An **Individualized Education Program (IEP)** is required for each public school child who receives special education and related services. Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.⁴

The **International Baccalaureate (IB) Diploma Program** is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities. Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses

³ www.ed.sc.gov

⁴ www.ed.gov

representing 150 teaching hours). All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Program.⁵

Intro to Algebra is a transition course for students who aspire to technical or college training after high school but are not yet ready for Algebra I. It offers students the opportunity to review basic skills and acquire elementary algebra skills before enrolling in Algebra I. Students receive one unit of elective credit for this course. This course may not be considered as a math credit for graduation.

The **Measures of Academic Progress tests (MAP)** is a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.⁶

The **Palmetto Achievement Challenge Tests (PACT)** is a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies. The PACT items are aligned to the South Carolina curriculum standards developed for each discipline. An accountability system and a statewide test, such as the PACT, are mandated by the South Carolina Education Accountability Act of 1998 and the federal No Child Left Behind Act of 2001 (NCLB).⁷

⁵ www.ibo.org

⁶ www.nwea.org

⁷ www.ed.sc.gov